AN ANALYSIS OF STUDENTS’ LEARNING STYLES IN LEARNING ENGLISH AT THE SECOND GRADE OF MTSN PARAK LAWAS PADANG
Nurul Dewi Fadillah¹, Ernati¹, Khairul¹
¹English Department, the Faculty of Teacher Training and Education, Bung Hatta University
E-mail: nurul.mrzdlz@yahoo.com

ABSTRACT

The purpose of this research was to describe students’ learning styles in learning English at the second grade of MTsN Parak Lawas Padang. The design of this research was descriptive. The subject of this research was the second grade students of MTsN Parak Lawas Padang 2015/2016. The total number of the population was 209 students. They were divided into five classes; class 8.1 (41 students), class 8.2 (41 students), class 8.3 (43 students), class 8.4 (42 students) and class 8.5 (42 students). The writer used cluster random sampling technique to choose the sample, and class 8.1 had been chosen to be the sample of this research. The instrument used to get the data was questionnaire. The reliability of questionnaire was 0.81. It means the instrument was reliable. Based on the result of the data analysis, it was found that 6 students (14.63%) had high level to use the learning style in learning English. They are cognitive, sensory and personality learning style. It means that most students always or often use three kinds of learning style. There were 33 students (80.49%) had middle level. It means that the students sometimes use three kinds of learning style. There were 2 students (4.88%) had low level. It means that the students rarely and never use three kinds of learning style. The finding of this research lead the researcher to conclude that students sometimes use learning style in learning English. Based on the conclusion, it is suggested to the teacher to motivate students to use learning style; cognitive learning style, sensory learning style and personality learning style in high level to improve their learning achievement.

Key words: students’ learning style, learning English.

Introduction

Learning styles and strategies are the main factors that determine how and how well our students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is problem (Oxford, 2003:1). In learning process, the difference of students’ characteristic should be understood by the teacher. One of them is the difference of students’ learning style in learning process. It is one of important things that should be considered by the teacher in conducting a teaching-learning process. For example, using appropriate teaching strategy which is suitable with the majority of the students’ learning style is important to be considered by the teacher. If it is done, it will support the teacher to create
the effective and efficient activities in learning process. Entwistle (1988:95) states that teacher should provide the opportunity for the students to use their learning styles which suits to them in the learning process.

Based on the researcher’s practice teaching experience at MTsN Parak Lawas Padang, most of the students have low English scores. Their grade were below KKM. These are caused by many factors. One of them is students’ learning style. However, it is not studied by the previous researcher. Based on the description above, the researcher wants to analyze the students’ learning styles in MTsN Parak Lawas Padang. Therefore, the researcher was interested in conducting the research about An Analysis of Students’ Learning Style at Second Grade of MTsN Parak Lawas Padang.

Learning style in learning process is one of objects that can be investigated in teaching learning process. Research has explored the impact of individual learning styles recognising that people may vary in their response to learning opportunities and how they learn. There are three types of learning style. Reid in Tuan (2005:3) states that he devides learning style into three major categories: cognitive learning styles, sensory learning styles, and personality learning styles.

The general purpose of the study was to describe the second grade students’ learning style at MTsN Parak Lawas Padang in Learning English. In detail, the purposes of the study were as follows:

1. To describe the use of cognitive learning style by the second grade of MTsN Parak Lawas Padang.
2. To describe the use of sensory learning style by the second grade of MTsN Parak Lawas Padang.
3. To describe the use of personality learning style by the second grade of MTsN Parak Lawas Padang.

Research Method

In this research, the researcher focused on descriptive research. The description included into type of descriptive research; primarily because it describes an existing condition. That is the reason why it is called as descriptive research. Descriptive research also collects the data by giving some questions which are related to the variable of the research or answer the questions about the current status of the subject of the study (Gay, 1990:189). In other words, it gives the questions which relates to learning style to collect the data.

According to Creswell (2012:142), the population is a group individual who have the same characteristic. The population of this research was second grade students of MTsN Parak Laweh Padang in academic year 2015/2016. The total numbers of population members were 212 students, they were grouped into five classes.

In this research, the researcher used cluster random sampling to choose the sample. The researcher chose cluster random sampling technique because the population was divided
into five classes and they were homogeneus. And then the population of this study had same curriculum, syllabus, materials, and same teacher. According to Gay (1987:110), cluster random sampling is a sampling technique in which the sample in group and not individual is randomly selected and all member selected group have similar characteristic. The researcher used one class (19.81% or 20.28%) as the sample.

In choosing the sample, the researcher used five small pieces of paper and she wrote the name of each class, and put them into a box. Then, the researcher took one piece of paper with close eye from a box. The class which had selected was 8.1 as the sample. It consists of 41 students. It means that there were 41 students as sample.

The researcher used the questionnaire as the instrument. The instrument in this research was arranged to identify the students’ learning style. The questionnaire consisted of 30 statements to identify the students’ learning style in learning English. The questionnaire was also written in Indonesian language to make sure the informant understand they statement of questionnaire. The questionnaire of this research is the close type. The respondents gave checklist related to the statements of learning styles. All of the statements were right, but it depended on what learning style that respondents had. The questionnaire should fulfill requirements of validity and reliability.

An instruments used in the research must be valid. It means that the instruments should measure what it should be measured. As stated by Gay (1990:128), validity is the degree to which a test measures what it is supposed to measure. The instrument is called valid if the instrument covered what should be and what should ask. In this research, the researcher analyzed content validity to make questionnaire valid.

To see the reliability of questionnaire, the researcher used Variant formula (Arikunto, 2012: 123) as follows:

\[ \sigma^2 = \frac{\sum x^2 - (\frac{\sum x^2}{n})}{n} \]

Where:
- \( \sigma^2 \) = Variant
- \( \sum x^2 \) = Total quadrate score for each question
- \( \sum x \) = Total score for each item
- \( N \) = Number of item

To get the reliability of the questionnaire, the researcher used Alpha formula suggested by Arikunto (2012:122) as follows:

\[ r_{ii} = \left( \frac{N}{N-1} \right) \left( 1 - \frac{\Sigma\sigma iz}{\Sigma otz} \right) \]

Where:
- \( r_{ii} \) = The reliability of instrument
- \( \Sigma\sigma iz \) = Calculation of variants score for each item
- \( \Sigma otz \) = Variants total
\( N \) = Number of item

The researcher classified the coefficient correlation of the questionnaire based on Arikunto (2012: 89) criteria as follows:

\begin{align*}
0.81 – 1.00 & : \text{very high} \\
0.61 – 0.80 & : \text{high} \\
0.41 – 0.60 & : \text{enough} \\
0.21 – 0.40 & : \text{low} \\
0.00 – 0.20 & : \text{very low}
\end{align*}

The result showed that, reliability of the questionnaire was 0.81. It means that the questionnaire was very high correlation and it was reliable.

The data of this research were students’ score on questionnaire about learning style. The researcher used the instrumentation to collect the data as explained above. The questionnaire is given to the students in order to know students’ learning style. The procedures of gathering data were as follow:

a. The researcher asked students to answer the questionnaire within 20 minutes.
b. The researcher collected questionnaire sheet.
c. The researcher gave score to the students’ response by using Likert Scale.

**Findings and Discussions**

**Findings**

After calculating the data, the researcher found that mean was 114.85, and standard deviation was 9.24. There were 6 students (14.63%) who had high level in using three kinds of learning style. It means that the students always and often use three kinds of learning style. There were 33 students (80.49%) who had middle level. It means that the students sometimes use three kinds of learning style, and 2 students (4.88%) had low level. It means that the students rarely and never use three kinds of learning style.

There were 8 students (19.51%) had high level. It means that the students always and often use cognitive learning style. There were 28 students (68.29%) who had moderate level. It means that the students sometimes use cognitive learning style. There were 5 students (12.20%) who had low level. It means that the students rarely and never use cognitive learning style.

There were 6 students (14.63%) had high level. It means that the students who always and often use sensory learning style. There were 28 students (68.29%) who had moderate level. It means that the students sometimes use sensory learning style. There were 7 students (17.07%) who had low level. It means that students rarely and never use sensory learning style.

There were 10 students (23.49%) had high level of using personality learning style. It means that the students always and often use personality learning style. There were 27 students (65.85%) who had moderate level. It means that the students sometimes use personality learning style. There were 4 students (9.76%) who had low level. It means
that the students rarely and never use personality learning style.

Discussion
Students’ Cognitive Learning Style
Many students sometimes use cognitive learning style. The researcher thinks the students should always use cognitive learning style to improve their acknowledgment in learning English. In this types of learning style, cognitive learning style is not also used by the students in high level, but they sometimes use cognitive learning style.

While cognitive learning style can also promote their own learning (Kyracou:2007). It means that the students are not more effective for them to learn language.

Students’ Sensory Learning Style
For sensory learning style, many students sometimes use sensory learning style. The researcher thinks the students should always use sensory learning style to improve their acknowledgment in learning English. In this types of learning style, sensory learning style is not also use by the students in high level, but they sometimes use sensory learning style.

While cognitive learning style can also promote their own learning (Kyracou:2007). It means that the students are not more effective for them to learn language.

Students’ Personality Learning Style
In personality learning style, many students sometimes use personality learning style. The researcher thinks the students should always use personality learning style to improve their acknowledgment in learning English. In this types of learning style, personality learning style is not also use by the students in high level, but they sometimes use personality learning style.

While cognitive learning style can also promote their own learning (Kyracou:2007). It means that the students are not more effective for them to learn language.

Conclusions
Based on the findings of this research about an analysis of students’ learning style in learning English, the researcher concludes that the students of the second grade of MTsN Parak Lawas Padang always/often use three kinds of learning style. They are cognitive learning style, sensory learning style, and personality learning style. In detail, it can be concluded as follows;

1. In cognitive learning style, there were 28 students had middle level. It was supported by the data that 68.29% sometimes use cognitive learning style.
2. For sensory learning style, there were 28 students had middle level of using sensory learning style. It was supported by the data that 68.29% sometimes use sensory learning style.
3. In personality learning style, there were 27 students had middle level. It was supported by the data that 65.85% sometimes use personality learning style.
4. From three kinds of learning style, cognitive and sensory learning style
the highest of students had middle level. There were 28 students.

References


